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Occupational problems and vocational training needs of high school dropouts from rural areas in Iowa

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OCCUPATIONAL PROBLEMS AND VOCATIONAL TRAINING NEEDS
OF HIGH SCHOOL DROPOUTS FROM RURAL AREAS IN IOWA

by

Kermit Arno Buntrock

A Thesis Submitted to the
Graduate Faculty in Partial Fulfillment of
The Requirements for the Degree of
MASTER OF SCIENCE

Major Subjects: Economics
Education

Approved:

Signatures have been redacted for privacy

✓

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INTRODUCTION

The continuing exodus of youth from high school before graduation has received increasing attention from both educators and the general public. Scarcely a week has passed in which either a newspaper or magazine has not carried an article concerned with the dropout problem.

President Kennedy's State of the Union message to Congress on January 14, 1963, made reference to the four out of ten students in fifth grade who would not finish high school. This he referred to as a waste we cannot afford. President Johnson reiterated this concern in a recent speech by referring to dropping out of school as playing a game of Russian Roulette.

Articles frequently link unemployment with dropping out of school. During the years or periods of relatively high national unemployment, such as the late 1950's, clamors frequently arose asserting that dropouts were among the long term or even permanent unemployables. Some went so far as to characterize dropping out of school as sentencing one's self to a lifetime of difficulty in securing employment. Dropouts were among the first to be laid off and the last to be rehired whenever employment demand slackened.

With continuing prosperity and high employment demand in the 1960's, the contention that dropouts were among the long term or permanent unemployables has obviously been modified. The relation between educational level and employment now took

on more of a structural framework. According to the structuralists, high aggregate demand alone was not sufficient to alleviate unemployment. Part of the structural concept involved displaced workers who were neither automatically nor immediately rehired. Job vacancies may have existed in the economy but unemployment persisted because available workers were not qualified for existing jobs. Special training programs to update skills were necessary for maintaining full employment.

Another aspect of the structuralists' position dealt with job turnover. As a result of rapid technological progress old jobs were eliminated as new ones were created. Workers who have been displaced by technological innovations may indeed have experienced difficulty in finding new jobs. Daniel Schrieber (7) estimated that there will be 26 million young people entering the labor market between 1960 and 1970 with seven and one half million being youth with less than 12 years of formal education. He contended that the high rate of unemployment among dropouts occurred because their training fitted them for jobs which were rapidly disappearing from the labor market.

Certainly the structuralists' arguments have had some influence on public policy. The overwhelming proliferation of manpower legislation in the 1960's has shown evidence of this influence.

Kastner (5) asserted that the undertraining of manpower

can have a serious effect on national income. He assumed a causal relationship between educational level and income and then derived an average marginal educational income by computing the average additional increment to income resulting from the completion of an additional level of educational training. The average cost of dropping out of high school, according to Kastner, was \$65,873 per dropout. He concluded with the following statement:

"If the dropouts at the various levels had continued their education to that level commensurate with their abilities, national income would be at least twice as large as its current level."

The seriousness of the problem can hardly be overstated.

This study attempted to ascertain whether a number of dropouts did in fact face serious economic consequences as a result of their decision to withdraw from school before completion. It placed emphasis on employment patterns of former high school dropouts as well as factors related to their decision to withdraw. It differed from many dropout studies in that it involved dropouts who had been out of school for a number of years rather than those who were recent dropouts.

The study being reported here was an extension of a topical area of special importance from the work done in 1963 by Howe (3) and Van Ommeren (8), respectively. Their studies were designed to determine the need for and interest in vocational-technical education, and their samples included high school graduates as well as dropouts. The research reported

in this thesis involved a follow up study on a number of dropouts from their samples.

Data for this study were collected by means of personal interviews with 102 dropouts who had withdrawn from high school from seven to 14 years ago from the following 16 Iowa counties: Bremer, Butler, Cerro Gordo, Chickasaw, Floyd, Franklin, Hancock, Howard, Lyon, Mitchell, Obrien, Osceola, Sioux, Winnebago, Worth, and Wright.

The objectives of the study were:

1. To identify the factors or combination of factors responsible for dropouts.
2. To study the job histories of these individuals including employment difficulties, job satisfaction, job skill deficiencies, and desire and need for further vocational or technical training.
3. To use this information and information from previous studies to recommend possible curriculum adjustment, improved guidance, or other changes to help reduce the dropout rate.

For purposes of this study the term dropout was used to denote any individual whose name had appeared on ninth grade enrollment lists from selected high schools in northern Iowa for the years 1952, 1954, and 1956 and who had withdrawn permanently from high school before graduating.

REVIEW OF LITERATURE

Educators, economists, and sociologists as well as various government agencies have shown increasing concern about young people who have withdrawn from school before high school graduation. Articles have been written about the seriousness of the problem and numerous studies have been made to identify characteristics of dropouts and to suggest corrective action.

Kastner (5) published an article concerned with the economic consequences which the United States was facing as a result of the school dropout problem. He presented an overview of the problem, the economic losses incurred by the dropout, and the costs borne by the nation.

First Kastner pointed out the seriousness of the dropout problem in that for the 1960-1970 period, at least seven and one half million of our 26 million young people are expected to be dropouts. He attributed the dropout rate to the following causes: poor health, poor economic conditions, low scholastic achievement, social maladjustment, disinterest or dislike of school, marriage, reading retardation, grade retention, low intelligence, family attitude, school accommodations, and self-image. Regardless of the reason for the dropout problem, the economic consequences were basically the same.

"Education," according to Kastner, "is both a producer's and a consumer's economic good. Since the product of education

is an intangible good, it must be measured indirectly." Kastner assumed a causal relationship between education and income and then measured the marginal income which individuals receive as a result of attaining different levels of education. Figures taken from the United States Bureau of the Census for 1963 indicated withdrawal from high school before completion cost the average dropout \$67,873 during his working lifetime.

In discussing the costs borne to the nation by the dropout problem, Kastner assumed a multiplier of five. This generated an aggregate income loss to the nation of 167 billion dollars per year.

A memo published by the National Education Association (6) was also concerned with the seriousness of the dropout problem. The memo presented statistics on a nationwide basis to the effect that roughly seven pupils in ten who enter the ninth grade now remain in school through graduation. State by state figures for 1966 showed Hawaii and California with the lowest dropout rates, 17.3 percent and 17.5 percent, respectively. The southern states of Alabama, Georgia, Kentucky, Louisiana, New Mexico, North Carolina, South Carolina, Tennessee, and West Virginia all had dropout rates of 40 percent or higher, with Georgia heading the list at 43.2 percent. The dropout rate for Iowa was 20.97 percent.

The memo showed an unemployment rate for the 1961 dropouts of 27 percent as compared with 18 percent for the

graduates.

The memo pointed out that dropouts frequently gave different reasons for their leaving school than did their high school counselors. Financial need, dislike of school, and marriage headed the list of reasons given by the dropouts; counselors listed failure and retardation, home circumstances, and marriage most frequently. Several factors possibly related to dropping out were discussed: intelligence, reading failure, grade and subject failure, retardation, dislike of the teacher, lack of extracurricular activities, dissatisfied social life, financial needs, dissatisfaction with the school, family background, parental occupation and education, size of school, transfers, and marriage.

Numerous state agencies have become concerned with the dropout problem. The Colorado State Department of Education has embarked on a bold new program to collect and analyze data pertinent to the dropout problem in their state. In a 1965 publication (1) the Colorado State Department of Education summarized what they call the Colorado Dropout Research and Action Project. The project was a cooperative long-term approach to the improvement of school holding power and involved thirty-six school districts in Colorado. The cooperating districts were to establish several uniform study procedures but local school districts were to determine for themselves the depth of their study of the problem and the extensiveness of their action programs. The project was

started in 1963 and was scheduled for completion in 1968.

The Department of Public Instruction for the State of Iowa published a study (4) concerned with dropouts for the 1963-1964 school year. During that school year 3,968 boys and 3,274 girls for a total of 7,242 pupils dropped out of Iowa's public schools from all grades, kindergarden through twelfth. The most common ages for dropping out were 16 and 17 with 2,225 and 2,223 dropouts, respectively. Iowa law required individuals to remain in school through the eighth grade or until the age of 16. The 5.5 per cent of dropouts prior to the age of 14 were largely composed of commitments to state institutions, illnesses, and deaths.

The most frequent grade for dropping out was tenth for the boys and eleventh for the girls. Considering boys and girls together 28.2 per cent of all withdrawals occurred in the eleventh grade, 25.0 per cent in the tenth grade, 19.7 per cent in the twelfth grade, and 15.1 per cent in the ninth grade. Thus, for the 1963-64 period 88.0 per cent of all dropouts in Iowa public schools occurred in grades nine through twelve, which would be roughly ages 15-18.

Primary reasons for dropping out as given by school administrators were broken down into the following 17 categories: lack of interest, marriage, academic difficulty, pregnancy, behavioral difficulty, other known reason, reason unknown, employment, new residence and school status unknown, physical illness, parental influence, mental illness, need at

home, mental disability, and lack of appropriate curriculum. Lack of interest accounted for 30.5 per cent of the dropouts.

Significant correlations at the .05 level were found between the per cent holding power for Iowa public schools in each county and each of the following: total population of the county, median incomes of families, assessed valuation per resident pupil, and real (market) value per resident pupil. No significant relationship was found between the median number of school years completed by residents of the county and the dropout rate.

Ware (9) made a study of 46 male students who withdrew from the Ft. Dodge Public High School between September, 1954, to June, 1960. He was concerned with determining factors related to student withdrawal and recommending possible curriculum changes. The two major reasons for leaving school as stated by the dropouts in Ware's study were the inability to get along with teachers and discipline problems.

Ware found that 67.4 per cent of the dropouts owned a car at the time of withdrawal. Some 43.5 per cent were employed when they dropped out.

Only 10.9 per cent of the dropouts came from broken homes and 78.3 per cent said they were happy living at home. Families with two or more children who had withdrawn from school were apt to have more of their children withdraw.

Ware also questioned the dropouts about school curricula. Of the dropouts 69.9 per cent indicated they would have

remained in school if the proper curriculum had been available.

A study similar to Ware's in scope and purpose was conducted by Gronert (2). Gronert was originally concerned with 216 male dropouts from North High School in Des Moines during 1957-1961. Data were collected by questionnaires, and the 97 completions that resulted showed the most frequent year for dropouts was 1958-59 and the most frequent age was 17.

Over 43 per cent of the dropouts were unemployed during the first year after withdrawal, with 6.2 per cent unemployed during the entire year. Sixty-six per cent of the dropouts were unemployed at some time after leaving high school, with 6.2 per cent unemployed for more than 18 months.

Most of the dropouts in Gronert's study had held from one to four jobs since withdrawing. Only one had held more than 12. At the time of the study (1963) 6.2 per cent of the dropouts were unemployed. Most of their present jobs were obtained by personal interviews but a number had obtained employment by entering the same craft area as their father. On their present job 20.6 per cent of the dropouts were taking home over \$100 per week; 9.3 per cent reported they were dissatisfied with their present job.

Nearly 60 per cent reported that they had obtained some job training since high school. Over 75 per cent reported that they had a need for additional training, and 71 per cent stated that they would enroll if the training were offered. Training preferences were concentrated in auto and heavy

equipment and business occupations.

Studies conducted by Howe (3) and Van Ommeren (8) were designed to determine the need for and interest in vocational-technical education. Although both studies included high school graduates as well as dropouts, they were reviewed because this thesis was an extension of their research, since it involved a follow up study on a number of dropouts from their samples.

Howe's study (3) involved the twelve north Iowa counties of Bremer, Butler, Cerro Gordo, Chickasaw, Floyd, Franklin, Hancock, Howard, Mitchell, Winnebago, Worth, and Wright. Ninth grade enrollment lists for the school years of 1952-53, 1954-55, and 1956-57 were used to define the population. A 25 per cent sample was used and included 2561 students from a population of approximately 10,000.

The primary purpose of Howe's investigation was to serve as a pilot study to determine the interest and need for vocational-technical education. Employment and migration patterns were also investigated. The most frequent means of obtaining employment was by direct application. Only 17.5 per cent of the respondents had held more than three jobs. Most seemed satisfied with their present jobs.

The vocational trade and industrial courses which the males desired most during high school were auto mechanics, electricity, welding, and drafting. The technical courses of electrical, diesel, civil, electronics, and mechanical

were desired most. Similar interests for post-high school training were shown.

Respondents indicated a desire to enroll in post-high school courses in technical, trade, or vocational training. Such training would require a time span of one-half to two years. Respondents indicated a desire to attend classes in the evenings if the training center were located within 30 to 60 miles of their home.

Dropouts from the Howe study were almost evenly divided between sexes, with 76 males and 75 females. The main reason for male withdrawals was dislike of school; female dropouts most frequently reported marriage as the reason for their leaving school.

Van Ommeren's study (8) considered a sample of a high school population from the counties of Lyon, O'Brien, Osceola, and Sioux. The sample included every third name from the enrollment list of ninth graders of the 1952-53, 1954-55, and 1956-57 school years. From a population of approximately 2900 students, 937 were selected to participate in the study; 788 actually returned questionnaires.

Objectives of the study included determining employment patterns and the interest and need for vocational-technical training.

The study showed that the majority of respondents were satisfied with their present jobs. Direct application was the most frequent means of obtaining employment, but relatives

and friends were responsible for many jobs of respondents with a high school education or less. Military service personnel, farmers, and operatives accounted for most of the male respondents not going to college. Most of the females were homemakers or clerical workers.

Respondents indicated a rather strong interest in enrolling in technical, trade, or vocational training. Seventy per cent indicated that they could have an interest if such a program were initiated in the local high schools. About 50 per cent of the males and 40 per cent of the females showed an interest for such a program at a center from 30 to 60 miles away. Evenings were selected as the most popular time for attending classes. Males seemed most interested in auto mechanics, welding, electricity, and machine shop; female interest was largely concentrated in office machine operation.

Summary

The review of literature indicated the importance of the dropout problem. Articles pointed out sizeable losses to the incomes of individuals as well as the substantial loss to national income as a result of individuals abandoning their education before completion. Numerous publications by federal and state agencies further dramatized the significance of the dropout problem.

The review of literature also revealed a number of interesting patterns concerning the background and behavior of

dropouts. Most of the dropouts from the previous studies had shown a marked disinterest in school, frequently complaining about teachers and course offerings. After leaving school dropouts frequently experienced difficulty in securing employment, and unemployment rates among the dropouts were high, especially in the first years after withdrawal from school. The dropouts showed a considerable interest in obtaining further technical or vocational training.

METHOD

The sample originally considered for this study included all the names of respondents identified as dropouts from the two previous studies of Howe (3) and Van Ommeren (8). The IBM cards containing the coded information from these two studies were sorted and print outs were made for the 224 students identified as dropouts. A list of these individuals was compiled indicating the dropout's name, dropout year, high school last attended, and county designation.

County superintendents were sent the list of names for the dropouts from their respective counties and asked to assist in providing current addresses for these individuals. After all 16 counties had reported, the breakdown for addresses was as follows: 127 living in state with known addresses, 40 living out of state, 56 with current addresses unknown, and one deceased.

Further attempts to locate the dropouts with unknown addresses were made by contacting high school superintendents and parents. The names of dropouts with current addresses still unknown were turned over to the credit bureau. As a result of these procedures 13 additional in-state addresses were provided, bringing the total number of dropouts with known current addresses in Iowa to 140.

Due to the confidential nature of some of the information desired, it was decided to collect data by means of personal

interviews. Dropouts living out of state were not contacted because of the difficulty and expense of interviewing them. Thus the sample in this study was limited to dropouts living in Iowa.

Simultaneously with the process of locating current addresses of the dropouts, the interview schedule was constructed. As unique or new ideas from the review of literature were encountered, they were noted for further reference.

After several revisions, a rough draft of the interview schedule was formulated. Faculty members at Iowa State in the following departments were given copies for critical evaluation: education, statistics, psychology, economics, and sociology. The schedule was further critiqued by faculty members and students during an educational research seminar and by students in the graduate educational research course.

The instrument was pretested using several dropouts from the Ames area and appropriate revisions were made. The final revised schedule contained 46 items which could be classified under the following headings:

1. Personal characteristics
2. Job experience
3. Environment and home life during high school
4. Occupational training and ambitions
5. Opinions concerning school and reasons for dropping out.

A copy of the schedule used for the interviews is

included in Appendix C.

Interviewing commenced June 1, 1966, and continued through June, July, and August. The prospective interviewees were contacted by letter a few days prior to the interview. The letter served as an introduction for the interviewers and contained information about the study. It did not, however, identify the study as a dropout study because of fear of alienating prospective interviewees. A copy of this letter to the dropouts is included in Appendix B.

Completed interview schedules for 102 of the 140 dropouts were available for analysis when interviewing terminated at the end of the summer. The responses to the questions were coded and punched on IBM cards. These were sorted, tabulated, classified, and reported in the findings.

FINDINGS

Personal interviews were conducted with 102 former high school dropouts from 16 counties in north central and north-west Iowa. The data collected was recorded on schedules, later coded and placed on IBM cards for tabulation, analysis and interpretation. The findings were arranged under the following headings: present status, job histories, family background, course ratings, occupational interests and training, opinions concerning school and factors related to dropping out, reasons for dropping out, and opinions of the dropouts on selected topics.

Present Status

Many of the dropouts interviewed were living in the same county in which they had attended high school. The county location of the dropouts' present residences is recorded in Figure 1. The twelve-county and four-county areas included in the original samples of Howe (3) and Van Ommeren (8) are outlined in black. Most of the dropouts interviewed were still living within these two areas. The greatest concentration of dropouts was in the Cerro Gordo county and in the specific area centered around Mason City and Clear Lake, the largest urban center in the original 16 counties in which the dropouts had attended school.

Examination of the data in Table 1 indicates the distance

of the dropouts' present residences from the county in which they had attended high school. Of the dropouts interviewed, 61 individuals representing 59.8 per cent had remained in the same county and 41 individuals representing 40.2 per cent had migrated to other counties. Ninety-three individuals or 91.8 per cent of the dropouts were living no farther than 50 miles from where they had attended high school. Thus, mobility for the dropouts interviewed seemed quite low.

Table 1. Distance of present residence from county in which dropouts attended high school

Distance from high school county	Males		Females		Total	
	N	%	N	%	N	%
Same county	24	61.5%	37	58.7%	61	59.8%
Less than 10 miles	2	5.1	5	7.9	7	6.9
10-25 miles	3	7.7	8	12.7	11	10.8
26-50 miles	8	20.5	6	9.5	14	13.7
51-100 miles	1	2.6	3	4.8	4	3.9
Over 100 miles	1	2.6	4	6.4	5	4.9
Total	39	100.0%	63	100.0%	102	100.0%

However, these figures should not be taken as an index for mobility for the population, since only dropouts living in state with known addresses were interviewed. For the original 224 dropouts, if it were assumed that those for whom current addresses were not determined had left their home county, the percentage for those remaining in their home county would drop

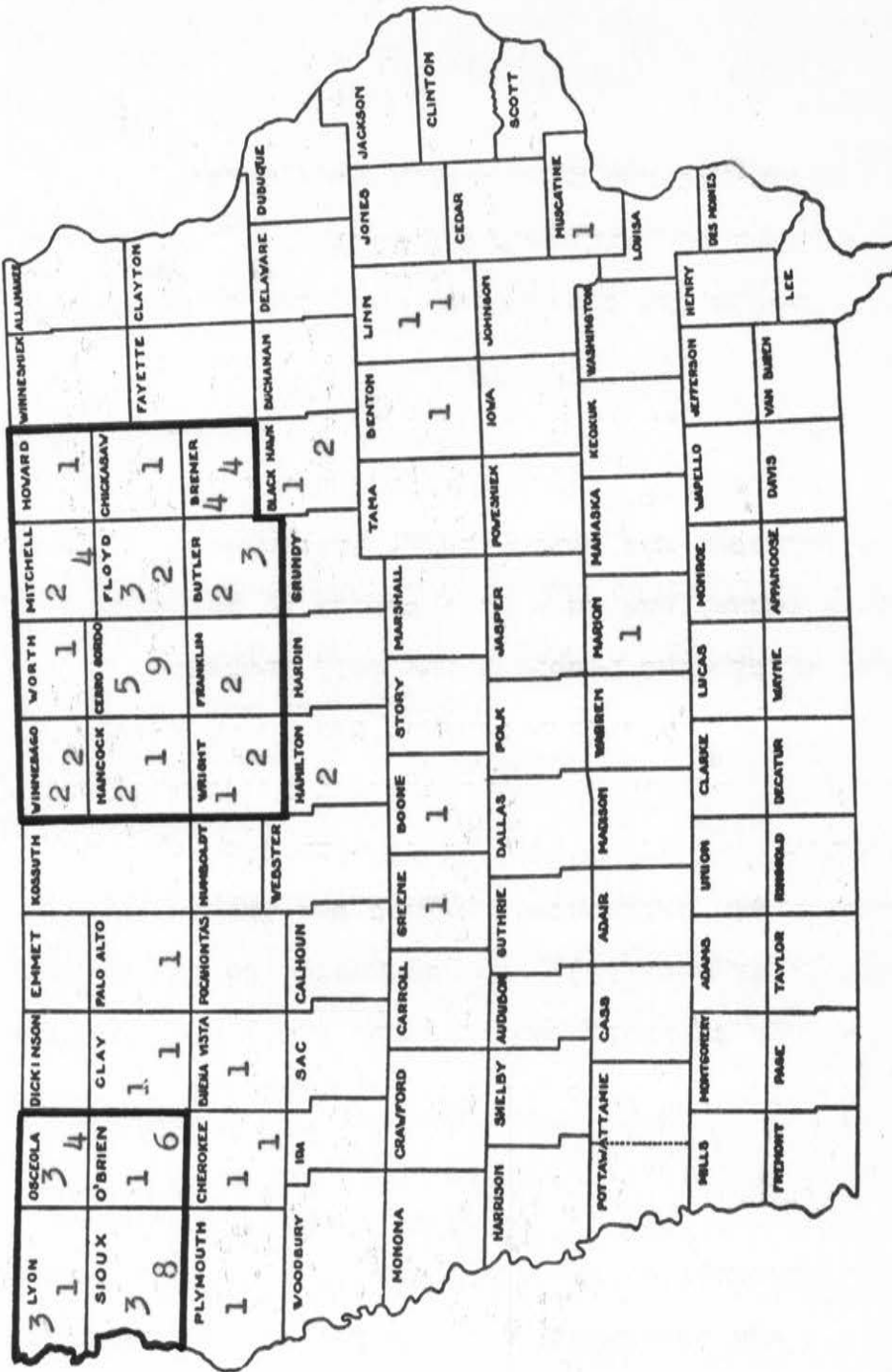


Figure 1. Present residence by county of male dropouts (top number) and female dropouts (bottom number)

to 27.2 per cent. The percentage definitely known to have left Iowa was 23.2 per cent. It was strongly suspected that an additional 30.8 per cent had left the state because their current addresses could not be determined. This would bring the total number of individuals known or suspected to have left the state up to 54 per cent. This migration rate seemed reasonable for a group of individuals who had attended high school in Iowa from seven to 14 years before this study.

The age distribution of the dropouts is given in Table 2. Most of the dropouts interviewed were between 24 and 30 years old with the average age being 25.94 years.

Table 2. Age distribution of dropouts

<u>Age</u>	<u>Males</u>	<u>Females</u>	<u>Total</u>
23 or younger	3	4	7
24-26	19	38	57
27-29	16	21	37
30-32	<u>1</u>	<u>1</u>	<u>1</u>
Total	<u>39</u>	<u>63</u>	<u>102</u>

The marital status of the dropouts interviewed is recorded in Table 3. Only seven of the dropouts indicated they had never been married.

Examination of Table 4 indicates how long the dropouts had been married. The average years of marriage was 6.1 for

the males and 8.5 for the females. Thus the contention that females generally marry at an earlier age than males was reinforced by this study.

Table 3. Marital status of dropouts

<u>Marital status</u>	<u>Males</u>	<u>Females</u>	<u>Total</u>
Married	35	55	90
Single	4	3	7
Widowed		1	1
Divorced		2	2
Remarried	—	<u>2</u>	<u>2</u>
Total	39	63	102

Table 4. Years of marriage of 102 dropouts interviewed

<u>Years of marriage</u>	<u>Males</u>	<u>Females</u>	<u>Total</u>
Less than 2	4	1	5
2-4	7	5	12
5-7	16	18	34
8-11	8	31	39
12-15		5	5
Never married	<u>4</u>	<u>3</u>	<u>7</u>
Total	39	63	102

The number of children of the married dropouts is presented in Table 5. The average number of children for the

married male dropouts was 2.29; for the females it was 2.93. It should be kept in mind that all the dropouts were less than 32 years old and it was likely that many of the families would have been larger had the study been made at a later date.

Examination of Table 6 reveals that most of the dropouts were protestants. It should be kept in mind that only public schools were included in the sample, so this would help explain the dominance of protestants.

Table 5. Number of children of 95 married dropouts

<u>Number of children</u>	<u>Males</u>	<u>Females</u>	<u>Total</u>
None	4	0	4
1	2	5	7
2	15	18	33
3	10	15	25
4	3	20	23
5 or more	<u>1</u>	<u>2</u>	<u>3</u>
Total	35	60	95

Job Histories

For purposes of this study a dropout was considered to have entered the labor force at the time he took his first full time job after leaving high school. Exit from the labor force resulted when the individual was no longer employed and

Table 6. Religious preference of 102 dropouts interviewed

<u>Religious Preference</u>	<u>Males</u>	<u>Females</u>	<u>Total</u>
Protestant	33	52	85
Catholic	3	6	9
None	2	1	3
No response	1	4	5

no longer seeking work. Using these definitions the average length of time in the labor force was 8.57 years for the males and 3.62 years for the females. The average length of time that had elapsed since leaving school was 9.56 years for the males and 10.92 years for the females. Thus for both males and females there was a considerable difference between the time elapsed since leaving school and the length of time in the labor force. Most of the difference for the females was attributed to late entry or early exit from the labor force due to marriage and family responsibilities. None of the males had left the labor force, so the difference for them could be characterized as a time lag between exit from school and entry into the labor force. This time lag of nearly a year for the males was due mainly to either unemployment or non-participation in the labor force during the first years after leaving high school.

The job histories of the dropouts did not reveal substantial employment difficulty in the latter years after leaving school. Only three males and six females reported that they had experienced any difficulty in finding employment after securing their first job. Five males and 14 females reported a month or more of unemployment since their first job. Only one of the 39 males was currently unemployed.

The overall employment difficulty experienced by the dropouts could be characterized mainly as difficulty in securing jobs with certain entry requirements. Much of this

employment difficulty just after withdrawal from school was likely due to a lack of motivation in these early years. Dropping out of school was often due to dislike and disinterest in school and related activities. It seemed quite likely that this lack of motivation in school carried over into other areas of the dropout's life. Nearly all of the dropouts remained at home in the first months after leaving school and few reported having any special interests at that time. Apparently many did not actively seek employment during these early years. The number of jobs held by the dropouts since leaving school is recorded in Table 7. The average number of jobs held by the male dropouts was 3.29 and for the females it was 2.47. Six males and four females had held five or more jobs since leaving school. One male had held eight jobs. While the overall pattern here was not one of excessive job switching, the data did suggest that a minority of the dropouts were particularly unstable in staying with one job.

Table 7. Number of jobs held by dropouts since leaving school

<u>Number of jobs</u>	<u>Males</u>	<u>Females</u>
1	5	16
2	8	9
3	10	8
4	9	5
5	2	3
6	2	1
7	1	
8 or more	1	

Comparison of the first job the male dropouts held after leaving school with their present job did not show any trend toward a migration out of farming. In fact 15 of the male dropouts reported they were presently engaged in farming, while only 13 were engaged in farming right after leaving school. The new entrants into farming were formerly members of the armed forces, but had been reared on farms.

Perhaps a more meaningful way to show a migration out of farming was to compare fathers' occupations with the dropouts' occupations. Nine of the male dropouts who were not farmers reported having fathers engaged in farming; only one dropout was engaged in farming although his father was not.

The tendency for the male dropouts to enter the same occupation as their fathers can be substantiated by the following figures. Of the 39 male dropouts, 16 or 41.1 per cent reported identical occupations with their fathers. Of these sixteen, thirteen were farmers.

These figures reveals a strong tendency for the dropout to follow the same occupation patterns as their fathers, especially in the cases in which the dropouts' fathers had been employed in farming.

Each of the dropouts interviewed was asked to list and describe all of the jobs he had held since leaving school. Three jobs from each list were studied in detail. These included the present job, the first job after leaving school, and the job of longest duration excluding the first job and

present job. Tables 36, 37, and 38 in Appendix A listed the census classification of these three jobs.

Members of the armed forces, farmers, and farm laborers accounted for most of the males' first jobs after leaving high school. Private household workers and service workers, homemakers, and sales workers were the most frequent first jobs for the females.

For the job of longest duration excluding the first job and present job, the males were most frequently employed as general laborers, operatives and kindred workers, and members of the armed forces. Most female dropouts were either housewives or waitresses.

Most of the males were presently employed as farmers, operatives, craftsmen, foremen, or kindred workers. The majority of females listed housewife as their only occupation; for those working, service occupations were most popular. Only one male and one female dropout were presently engaged in management or sales.

The distributions of weekly incomes for each of the three jobs studied are recorded in Tables 8, 9, and 10. Inspection of these tables reveals relatively high rates of non-response. Many of the non-respondents in Tables 8 and 9 was a result of the manner in which the jobs were classified. Some dropouts had held only one job since leaving school. Since these jobs were classified as present jobs and were entered in Table 10, to avoid double counting they were entered as non-respondents

in Tables 8 and 9. According to Table 7 five males and 16 females had held only one job since leaving school. An additional eight males and nine females had held only two jobs since leaving school and consequently were classified as non-respondents in Table 9. The remainder of the non-respondents in these tables were either housewives or individuals who refused to divulge this information.

Inspection of Tables 8, 9, and 10 would lead one to believe that the average income of the dropouts increased over time. This contention is borne out in Table 11, which indicates median weekly incomes of the dropouts for each of the three jobs discussed above. The median income of the male dropouts increased from \$59 per week for their first job to \$109 per week for their present job. This increase was not considered surprising because it is likely that incomes of all new entrants into the labor force rose as they gained seniority and increased experience. These figures do point out that most of the dropouts in this sample were able to increase their incomes over time and had not remained permanently at an income which would place them in or near poverty. However, a minority were still facing a serious financial crisis. Of the male dropouts, three were earning less than \$40 per week.

The increase in median incomes for the female dropouts was somewhat less spectacular than that for the males. The median income for the females for their first job was \$33 per

Table 8. Weekly incomes for the first jobs dropouts held after leaving high school

<u>Weekly income</u>	<u>Males</u>	<u>Females</u>
Less than \$20	2	3
\$20-39	5	23
\$40-59	7	7
\$60-79	7	2
\$80-99	4	2
\$100-119	1	1
\$120-139		
\$140-159		
\$160-179	1	
No response	12	25

Table 9. Weekly incomes for the job of longest duration excluding first and last jobs held by 102 dropouts

<u>Weekly income</u>	<u>Males</u>	<u>Females</u>
Less than \$20		2
\$20-39	3	14
\$40-59	5	7
\$60-79	4	1
\$80-99	7	2
\$100-119	2	
\$120-139	2	
\$140-159		
\$160-179	1	
No response	15	37

Table 10. Present weekly incomes for 102 dropouts

<u>Weekly income</u>	<u>Males</u>	<u>Females</u>
Less than \$20	1	3
\$20-39	2	2
\$40-59	1	5
\$60-79	3	2
\$80-99	6	
\$100-119	10	1
\$120-139	2	
\$140-159	3	1
\$160-179	3	
Over 180	3	
No response	5	49

Table 11. Median incomes of high school dropouts for three selected jobs

<u>Job</u>	<u>Males</u>	<u>N</u>	<u>Females</u>	<u>N</u>
First job after leaving high school	\$59	27	\$33	38
Job of longest duration excluding first job and present job	\$80	22	\$36	26
Present job	\$109	34	\$50	14

week, compared with \$50 per week for their present job. Many of the female dropouts had left the labor force because of family responsibilities; 38 reported employment shortly after

leaving school but only 14 were currently employed.

Each dropout interviewed was asked to rate job satisfaction for each job held. A five point score was used for rating with the numbers one through five corresponding to the following categories: 5-very satisfied, 4-satisfied, 3-indifferent, 2-not satisfied, 1-very dissatisfied. The mean satisfactions for the males for each of the three jobs shown in Tables 12, 13, and 14 were 2.78, 2.96, and 3.55 respectively; for the females they were 3.25, 2.81, and 3.47. Thus job satisfaction increased over time for the males apparently as they searched out the labor market for more desirable jobs. Such a pattern was not apparent for the females, probably because they were more prone to leave the labor force before exploring the various alternatives the market had to offer.

Table 12. Job satisfaction for the first job held by the dropouts

<u>Job satisfaction</u>	<u>Males</u>	<u>Females</u>
Very satisfied	9	13
Satisfied	17	18
Indifferent	4	4
Not satisfied	3	2
Very dissatisfied	2	4
No response	4	22
Total	<u>39</u>	<u>63</u>

Table 13. Job satisfaction for the job of longest duration excluding the first and last jobs held by the dropouts

<u>Job satisfaction</u>	<u>Males</u>	<u>Females</u>
Very satisfied	8	9
Satisfied	17	5
Indifferent	2	3
Not satisfied	2	1
Very dissatisfied	1	3
No response	<u>12</u>	<u>37</u>
Total	<u>39</u>	<u>63</u>

Table 14. Job satisfaction for the present job held by dropouts

<u>Job satisfaction</u>	<u>Males</u>	<u>Females</u>
Very satisfied	21	9
Satisfied	17	5
Indifferent		
Not satisfied		1
Very dissatisfied		
No response	<u>1</u>	<u>48</u>
Total	<u>39</u>	<u>63</u>

For most of the male dropouts the market mechanism appeared to be working well in allocating them to various jobs. Only one of the 39 was unemployed at the time of interviewing. As a group they were earning at least adequate incomes, the

median income being \$109 per week. All 38 of the male dropouts who were currently employed reported they were satisfied or very satisfied with their present jobs.

The real occupational difficulty encountered by the male dropouts appeared to be concentrated in the early years after leaving school. Unemployment and non-participation in the labor force were more frequent. Incomes were less and job satisfaction was lower. After this initial period of adjustment the dropouts seemed to fit fairly well into the labor market.

Family Background

The number of brothers and sisters of the dropouts is recorded in Table 15. One can observe that while a few dropouts came from very large families, most came from families with one, two, or three brothers and sisters. Only one male and two females reported being an only child. The average number of brothers and sisters was 4.03 for the males and 3.70 for the females. Because of the skewed distributions for family size the medians were also calculated and were 3.83 brothers and sisters for the male dropouts and 3.75 brothers and sisters for the female dropouts.

The number of brothers and sisters who dropped out of school is recorded in Table 16. Of the dropouts interviewed 64.1 per cent of the males and 55.6 per cent of the females came from families in which at least one brother or sister

Table 15. Number of brothers and sisters of the dropouts

<u>Number of brothers & sisters</u>	<u>Males</u>	<u>Females</u>
0	1	2
1	10	9
2	4	12
3	6	12
4	2	8
5	6	7
6	4	2
7	1	5
8	3	4
9	2	2

Table 16. Number of brothers and sisters who dropped out of school

<u>Number of brothers & sisters who dropped out of school</u>	<u>Males</u>	<u>Females</u>
0	14	28
1	9	18
2	7	2
3	5	7
4	2	3
5	1	1
6	1	2
7		0
8		2

had dropped out. These high percentages certainly suggested that family background may well have a significant influence

in a student's decision to drop out of school. The association between family background and the drop out problem will be discussed further with the presentation of additional data.

The last grade completed by the spouse of the dropouts is presented in Table 17. Thirty of the thirty-five male dropouts or 85.7 per cent married female partners who had finished high school. Of the female dropouts thirty of fifty-nine or 50.8 per cent married males who had finished high school. Four male dropouts and four female dropouts were not married at the time of the survey.

Thus a higher percentage of male dropouts married high school graduates than did the female dropouts. This difference was tested statistically using the chi square test with a null hypothesis of no difference. The chi square value of 11.57 was found to be highly significant beyond the .01 level and the null hypothesis of no difference was rejected. A possible explanation for this difference was as follows. Many of the females who dropped out got married immediately, often to male dropouts of comparable age. Some of the female dropouts married male partners who were in school at the time but dropped out to support their marriage financially. Most of the male dropouts married at a later age, several years after dropping out of school. This allowed them more time to search for a mate and allowed their female partners time to finish high school.

Table 17. Last grade completed by the spouse of the dropouts

<u>Last grade completed by spouse</u>	<u>Males</u>	<u>Females</u>
8th or less	3	13
9th	1	2
10th	0	5
11th	1	9
12th	29	26
some college	1	4
no response	4	4

Weekly incomes of the husbands of female dropouts are presented in Table 18. The relatively high number of non-respondents was attributed mostly to unwillingness to divulge this information or ignorance of the husbands' actual incomes. The distribution of husbands' incomes ranged from less than \$50 per week to well over \$200 per week. The median income for the dropouts' husbands was \$130 per week.

Only two of the male dropouts had wives working at the time of the survey. One was earning \$65 per week and the other \$75 per week.

Most of the husbands of the female dropouts were employed as craftsmen, operatives, laborers, or farmers. Census classification of occupations of the husbands is presented in Table 39 in Appendix A.

At the time the dropouts left school most of their fathers were employed as farmers, operatives, managers,

craftsmen, and laborers. The census classification of fathers' jobs when the dropout left school is given in Table 40 in Appendix A.

Table 18. Weekly incomes of the female dropouts' husbands

<u>Weekly income</u>	<u>Number of husbands earning this income</u>
\$40-59	3
\$60-79	3
\$80-99	9
\$100-119	5
\$120-139	6
\$140-159	7
\$160-179	4
\$180 and above	7
No response	19

The dropouts were asked to indicate family incomes during the time they had attended high school. Only 23 of the 102 dropouts were able to provide this information; the remaining 79 claimed they did not know the incomes of their parents. The incomes for the fathers of the dropouts just prior to the dropouts' withdrawal from school are given in Table 19. The most frequent income range for the dropouts' fathers was from \$75 to \$100 per week. Six of the dropouts had come from families in which their father had been earning between \$50 and \$75 per week; two of the fathers had been earning less than \$50 per week. Judging from the incomes of the fathers it

appeared that most of the dropouts had come from lower to middle class families, but a small segment had come from relatively well-to-do families.

Table 19. Weekly incomes of fathers just prior to dropouts' withdrawal

<u>Weekly income</u>	<u>Number of fathers earning this income</u>
\$0-50	2
\$51-75	6
\$76-100	8
\$100-125	2
\$126-150	0
\$151 and over	5
No response	79

It has sometimes been suggested that a large percentage of dropouts come from families in which their mother was employed during their high school years. This study did not seem to support this contention, since only 16 of the 102 dropouts' mothers were working at the time the dropout left school.

Nearly all of the dropouts interviewed had lived with their parents during high school. Only three reported having lived with guardians or relatives other than their parents. Ninety-one of the dropouts reported their parents were living together; parents of six were divorced or separated. For five

the father was deceased and the mother living, and for three both parents were deceased.

As indicated by examination of Table 20, most of the dropouts in the sample came from relatively small schools with 82.4 per cent reporting class sizes of 75 or smaller.

According to Table 21 many of the dropouts had come from rural residences. Of the boys, 56.4 per cent reported a rural residence; 34.9 per cent of the girls reported a rural residence, either rural farm or rural nonfarm. For the group as a whole 38.3 per cent resided on a farm during high school.

Table 20. Class sizes of dropouts interviewed

<u>Class size</u>	<u>Number of dropouts</u>
Less than 10	1
10-25	28
26-50	38
51-75	17
76-100	4
Over 100	14

Table 21. Residence during high school of 102 dropouts

<u>Place of residence</u>	<u>Males</u>	<u>%</u>	<u>Females</u>	<u>%</u>	<u>Total</u>	<u>%</u>
Rural farm	22	56.4%	17	27.0%	39	38.3%
Rural non-farm			5	7.9%	5	4.9%
Urban	17	43.6%	41	65.1%	58	56.8%

The last grade completed by the dropouts is recorded in Table 22. The most frequent grade for dropping out among the boys was 10th and for the girls was 11th. Four of the dropouts had returned to high school and finished, five had passed a high school equivalency test, one was taking a correspondence course, and one was enrolled in a trade school. None of the dropouts interviewed had completed any college work.

Table 22. Last grade completed by 102 dropouts at time of interview

<u>Grade</u>	<u>Males</u>	<u>Females</u>	<u>Total</u>
8th	4	3	7
9th	8	10	18
10th	15	15	30
11th	8	28	36
12th	2	2	4
Passed high school equivalency test	1	4	5
Taking correspondence courses	1		1
Students in trade school		1	1

The years in which the dropouts in this sample withdrew from school are listed in Table 23. The names of the dropouts in the sample originally were taken from ninth grade enrollment lists for the school years 1952, 1954, and 1956. As was indicated by Table 22, most of the dropouts

attended high school from two to three years before dropping out. Thus the relatively high frequencies for the years 1955-1959 in Table 23 were consistent with what would be expected for such a group.

Table 23. Reported year of withdrawal for 102 dropouts

<u>Year</u>	<u>Males</u>	<u>Females</u>	<u>Total</u>
1953	2	7	9
1954	4	2	6
1955	6	6	12
1956	6	8	14
1957	10	12	22
1958	7	9	16
1959	3	18	21
1960	<u>1</u>	<u>1</u>	<u>2</u>
Total	39	63	102

Monthly dropout frequencies, presented in Table 24, were useful in revealing certain periods during the year in which dropping out was most frequent. Referring to Table 24, one can see that the dropout rate seemed to reach three peaks, one during September when school first convened, another during February shortly after the second semester started, and a third during May and June which marked the latter part of the school year and the beginning of summer. It should be pointed out that the decision to drop out of school was not necessarily made during these months but simply enacted then.

It still seems quite likely that intensifying efforts to induce students to stay in school during these months might have proven beneficial in reducing dropout rates.

Table 24. Reported month of withdrawal for 102 dropouts

<u>Month</u>	<u>Males</u>	<u>Females</u>	<u>Total</u>
January	2	4	6
February	8	6	14
March	2	3	5
April		3	3
May	14	20	34
June	4	8	12
July			0
August	3	1	4
September	5	5	10
October	1	4	5
November		2	2
December		7	7
Total	39	63	102

Course Ratings

Each dropout interviewed was asked to rate high school course areas he had taken according to importance, interest, and difficulty. For each course area rating the dropout was given four alternatives corresponding to the following scores: 4-very important, 3-important, 2-of little importance, and 1-not important. Scores for each course area were summed and means were calculated. Table 25 presents the mean importance

ratings for course areas taken by the male dropouts; Table 26 presents this information for the female dropouts. The N column of these tables shows the number of dropouts rating each course area. A dropout was not allowed to rate a course area unless he had completed at least one semester in that course area.

Table 25. Mean importance rating of course areas taken by male dropouts

<u>Course area</u>	<u>Mean rating</u>	<u>N</u>
Industrial Arts	3.593	27
Driver's Education	3.167	12
Mathematics	2.684	38
Bookkeeping/Business	2.500	8
Vocational Agriculture	2.455	11
Science	2.250	36
English	2.158	38
Typing	2.125	8
History, government, and economics	1.714	35

Table 26. Mean importance rating of course areas taken by female dropouts

<u>Course area</u>	<u>Mean rating</u>	<u>N</u>
Driver's Education	3.658	38
Home Economics	3.491	53
Sociology/Psychology	3.200	10

Table 26. (Continued)

<u>Course area</u>	<u>Mean rating</u>	<u>N</u>
English	3.032	63
Bookkeeping/Business	2.727	22
Music	2.622	37
Mathematics	2.500	62
Typing	2.167	42
Science	2.000	59
History, government, and economics	1.885	61
Geography	1.813	16
Shorthand	1.778	9

Industrial arts and drivers' education were rated highest by the males; females rated drivers' education and home economics highest. Both males and females tended to rate history, government and economics low in importance.

As indicated by examination of Tables 25 and 26, males tended to rate science and mathematics higher than the females, and the females rated English higher than did the males. These differences were tested statistically using the original distributions and the chi square test. Nonsignificant tests at the .05 level resulted for both science and mathematics, so the differences here were attributed to sampling error. However, the test for English was found significant even at the .001 level. Thus it was concluded that female dropouts considered English more important than did male dropouts.

The mean interest ratings of course areas taken by the

dropouts and female dropouts are presented in Tables 27 and 28, respectively. A four-point scoring system was used corresponding to the following interest ratings: 4-very interesting, 3-interesting, 2-slightly interesting, and 1-not interesting. For the males industrial arts, drivers' education, and vocational agriculture were most interesting; for females sociology and psychology, drivers' education, and home economics were most interesting.

For both male dropouts and female dropouts the required core curriculum courses (science, mathematics, history, government, economics, and English) rated well in the lower half of both tables. Mathematics was rated lowest by the female dropouts and English was rated lowest by the male dropouts.

Table 27. Mean interest ratings of course areas taken by male dropouts

<u>Course area</u>	<u>Mean rating</u>	<u>N</u>
Industrial Arts	3.704	27
Driver's Education	3.500	12
Vocational Agriculture	3.455	11
Bookkeeping/Business	3.250	8
Typing	3.000	8
Science	2.972	36
Mathematics	2.211	38
History, government, and economics	1.800	35
English	1.526	38

Table 28. Mean interest ratings of course areas taken by female dropouts

<u>Course area</u>	<u>Mean rating</u>	<u>N</u>
Sociology/Psychology	3.800	10
Driver's Education	3.605	38
Home Economics	3.434	53
Bookkeeping/Business	3.409	22
Music	3.324	37
Typing	3.071	42
Shorthand	2.889	9
Science	2.746	59
English	2.619	63
History, government, and economics	2.131	61
Geography	2.125	16
Mathematics	2.081	62

Females rated English noticeably higher than did males. This difference was tested statistically and the chi square value was highly significant beyond the .01 level. Therefore, it was concluded that female dropouts did consider English more interesting than did the males.

The dropouts were also asked to rate course areas according to their difficulty. The scoring for difficulty ratings was as follows: 1-not difficult, 2-slightly difficult, 3-difficult, and 4-very difficult. Tables 29 and 30 presents the mean difficulty ratings for the males and females, respectively.

Drivers' education, industrial arts, and vocational

Table 29. Mean difficulty ratings of course areas by male dropouts

<u>Course area</u>	<u>Mean rating</u>	<u>N</u>
English	2.711	38
Mathematics	2.395	38
History, government, and economics	2.176	35
Science	1.944	36
Bookkeeping/Business	1.875	8
Typing	1.625	8
Vocational Agriculture	1.182	11
Industrial Arts	1.000	27
Driver's Education	1.000	12

Table 30. Mean difficulty ratings of course areas by female dropouts

<u>Course area</u>	<u>Mean rating</u>	<u>N</u>
Mathematics	2.365	63
Shorthand	2.111	9
History, government, and economics	1.885	61
English	1.746	63
Science	1.695	59
Geography	1.533	16
Bookkeeping/Business	1.455	22
Typing	1.381	42
Sociology/Psychology	1.200	10
Music	1.135	37
Home Economics	1.113	53
Driver's Education	1.000	38

agriculture were rated the least difficult for the males; drivers' education, home economics, and music were rated of least difficulty for the females. Mathematics was most difficult for females, and English was most difficult for males.

The females rated English considerably higher than did the males. This difference was tested statistically and the chi square value was found highly significant beyond the .001 level. Thus, it was concluded that the female dropouts experienced less difficulty with English than did the males.

A few comments seem pertinent after examining the subject of course ratings. That English was particularly burdensome for the males was apparent from the tables. Perhaps special help sessions or remedial classes in English especially for males having difficulty might serve as a useful aid in reducing the dropout rate.

Some consistent overall patterns seemed to emerge from Tables 25-30 regarding the dropouts' attitudes concerning certain course areas. The special interest and somewhat less academic courses such as drivers' education, industrial arts, vocational agriculture, and home economics rated high in interest and importance and did not present any particular difficulty to the dropouts. The traditional core courses of English, science, social studies, and mathematics often failed to interest the dropouts, were frequently considered relatively unimportant, and occasionally presented particular academic difficulty to the dropouts. Yet these core courses were the

ones which the dropouts were required to take the most frequently. The fact that many of the dropouts soon lost interest in school can hardly be surprising, after examination of their attitudes to the courses they were taking.

Occupational Interests and Training

The occupations considered most frequently by the males during high school were farming, mechanical areas, and skilled crafts such as carpentry, plastering, drafting, engineering, and electrical areas. The female dropouts were most interested in nursing, and service work such as secretarial, cosmetology, and teaching.

Only 36.5 per cent of the females and 30.8 per cent of the males said that their high school had offered courses pertinent to their occupational interests. However, only three of the 39 males and four of the 63 females reported they would have remained in school if such courses had been offered.

Fifty-five and five tenths per cent of the males and 56.4 per cent of the females indicated that they would be interested in further job training. Responses to questions asked the dropouts suggested implications for post-high programs in vocational and technical education, and for occupational training in the new area schools. The training desires of males were mostly in skilled craft areas and the specific areas of mechanics, agriculture, drafting, electronics, and

welding. Females desired training in secretarial areas, cosmetology, medical technology, and nursing. Most of the dropouts indicated they would prefer to take such training in the evenings on a part time basis because of their present occupational and household responsibilities.

Twelve of 63 females and 12 of 39 males reported that they had received some special occupational training since leaving school.

Of the males, 51.3 per cent indicated they were interested in a high school equivalency certificate; 68.3 per cent of the females were interested. The dropouts felt the most desirable way for obtaining the certificate was via the test administered by the State Board of Public Instruction.

Opinions Concerning High School and Factors Related to Dropping Out

It has been generally agreed that a multitude of factors influence a student's decision to drop out of school. It was the purpose of this section to investigate a number of these factors to ascertain which may have contributed to the decision to drop out of school.

Car ownership has sometimes been linked with the dropping out process. In this study 17 of 39 males or 43.6 per cent owned their own car during high school. Only one of the 63 female dropouts reported owning a car during high school. Obviously there was practically no relationship between car

ownership and dropping out for the females, but for the males it seems quite plausible that such a relationship existed. For males who attended high school from seven to 14 years ago or previous to this study, the reported number owning cars among the dropouts seemed higher than normal, but no comparable data were available for the high school graduates.

The number of extracurricular high school activities for the dropouts is reported in Table 31. Only seven of 39 or 17 per cent of the males and 18 of 63 or 28.6 per cent of the females reported three or more extracurricular activities. The average number of activities was 1.38 for the males and 1.95 for the females. A chi square test for difference here yielded a non-significant result at the .05 level, so the difference was attributed to sampling error.

From Table 31 one can observe that 33.3 per cent of the male dropouts and 31.7 per cent of the female dropouts reported having no extracurricular activities during high school. For such individuals the school had little to offer except regularly-scheduled classes. When these individuals encountered difficulty or lost interest in their school courses, it was little wonder they left school.

Three of the 63 female dropouts and 22 of the 39 male dropouts reported they had missed school for employment or for work at home. The most common reasons for missing were farm work for the family during heavy seasons and farm or housework to help out because of illness or injury in the

Table 31. Number of extracurricular high school activities for 102 dropouts interviewed

<u>Number of extracurricular activities</u>	<u>Males</u>	<u>%</u>	<u>Females</u>	<u>%</u>
None	13	33.3	20	31.7
1	8	20.5	12	19.2
2	11	28.2	13	20.7
3	5	12.8	8	12.6
4	1	2.6	5	7.9
5	1	2.6	2	3.2
6			2	3.2
7 or more			1	1.6

family. For the males in general this absence from school probably did contribute significantly to their decisions to withdraw from school; a number reported having alienated certain teachers and school officials as a result of their absence from school due to their employment or work at home.

Frequently a student's academic performance was related to his dropping out. Eighteen of the 39 male dropouts or 46.1 per cent indicated they had repeated one or more courses or grades during school; 26 of the 63 females or 40.6 per cent had repeated one or more courses or grades. The rank in class as reported by the 102 dropouts interviewed is reported in Table 32. Less than 13% of the males and 42% of the females ranked themselves in the upper half of their class; 38.5 per cent of the males and 19.0 per cent of the females reported

Table 32. Rank in class as reported by 102 dropouts

<u>Rank in class</u>	<u>Males</u>	<u>Females</u>
Upper 1/4	0	5
Second 1/4	5	21
Third 1/4	19	25
Lower 1/4	<u>15</u>	<u>12</u>
Total	39	63

they were in the lower fourth of their class.

The class rankings in Table 32 were reported by the dropouts themselves and were not checked against official school records. A number of the dropouts had attended small rural schools which have since been abandoned or reorganized. Because of expected difficulty in obtaining school records it was decided to rely on the responses of the dropouts themselves for this information. Although a number of the dropouts interviewed apparently did not know their exact class rankings, their best estimates seemed to reveal an adequate overall pattern.

It seems apparent from examination of Table 32 that the female dropouts rated themselves higher academically than did the male dropouts. This difference was tested statistically using the chi square test. A highly significant value beyond the .01 level resulted, and it was concluded that female dropouts performed significantly better academically than did the

males. A possible explanation for this result was as follows. Most of the females left school for non academic reasons such as marriage or pregnancy. Many of these female dropouts had fine academic records with some ranking in the upper quartile of their class. Frequent reasons given for male withdrawals were dislike of school and loss of interest, and these were often accompanied with poor academic performance.

The last school grade completed by the parents of the dropouts is indicated in Table 33. For the fathers and mothers of both the male and female dropouts the most frequent last school grade completed was eighth. Thirty-three of 39 or 84.6 per cent of the fathers of male dropouts and 44 of 63 or 69.8 per cent of the fathers of the female dropouts had not finished high school. Twenty-four of 39 or 61.5 per cent of the mothers of the male dropouts and 38 of 63 or 60.3 per cent of the mothers of the female dropouts had not finished high school.

These figures certainly tend to indicate that the dropout problem was family oriented. That parents who withdrew from school before graduating from the 12th grade tended to have children do likewise certainly seemed to be supported by this study.

Although only a small number of the dropouts parents finished high school, a much higher percentage of the parents urged their children to stay in school. Parents of 69.2 per cent of the male dropouts urged them to remain in school; 52.4

Table 33. Last grade completed by the parents of 102 dropouts

<u>Last grade completed</u>	<u>Males</u>		<u>Females</u>	
	<u>Fathers</u>	<u>Mothers</u>	<u>Fathers</u>	<u>Mothers</u>
4th or less	1	0	0	0
5th	1	0	1	1
6th	6	1	6	4
7th	5	2	2	1
8th	16	18	25	20
9th	0	0	2	5
10th	3	1	6	4
11th	1	2	2	3
12th	2	11	10	17
college	1	2	2	3
didn't know	<u>3</u>	<u>2</u>	<u>7</u>	<u>5</u>
Total	39	39	63	63

per cent of the parents of female dropouts urged them to remain in school. Undoubtedly the strength of parental influence on the dropout's decision to withdraw from school varied in each case, but the aforementioned figures at least indicate the general feelings of the dropouts' parents. The reason a smaller percentage of the females' parents than the males' parents urged them to stay in school was likely because a number of the females left school to get married. Often in these cases the parents favored marriage rather than the girl's remaining in school.

Friends may have had an even greater influence than the dropouts' parents on the decision to withdraw from school. Of the male dropouts 56.4 per cent reported their friends urged

them to remain in school; only 27 per cent of the female dropouts reported that their friends had urged them to remain in school. Seven of the male dropouts and seven of the female dropouts reported that their best friend was out of school at the time they dropped out.

Of the male dropouts 56.4 per cent felt their teachers were interested in them; 66.7 per cent of the female dropouts felt their teachers were interested in them. Eighty-three per cent of the males and 81.1 per cent of the females claimed their teachers gave individual help when asked.

Thirteen of 39 males or 33.3 per cent and 18 of 63 females or 28.5 per cent reported a dislike for certain teachers or school officials. All 13 of the males and 11 of the females said this contributed to their dropping out.

Only one male and two females reported having unpleasant experiences with other students. Four males and six females reported unpleasant experiences with teachers.

Occasionally an unhappy home life could contribute to a student's decision to drop out of school. Especially in the cases in which males enlisted in the armed forces to escape an unhappy home life, dropping out of school may have been a necessary prerequisite. Five males and nine females actually claimed they were unhappy living at home.

Five of the males and four of the females had previously dropped out of school, reentered, and finally dropped permanently.

Dropping out of school has often been regarded as a process rather than a single event. The length of time the dropouts had considered leaving school is indicated in Table 34. Only six of 39 males or 15.4 per cent and seven of 63 females or 11.1 per cent reported dropping out was a spontaneous decision. The most frequent length of time the dropouts had considered leaving school was from one to three months.

This section investigated a number of factors related to the decision to drop out of school. These factors included owning a car, lack of extra-curricular interests, missing school for employment or work at home, low academic standing, influence of parents and friends, reported lack of interest and individual help given by teachers, dislike of teachers or school officials, unpleasant experiences with teachers or other students, an unhappy home life, and a record of previous dismissals or withdrawals from school. Each of these factors

Table 34. Length of time dropout had considered leaving school

<u>Length of time</u>	<u>Males</u>	<u>Females</u>
Spontaneous decision	6	7
Less than 1 month	6	11
1-3 months	17	32
3-6 months	3	4
6 months to 1 year	3	4
More than 1 year	2	1

had an effect on the decisions to withdraw from school for a number of dropouts, but to state a general overall pattern of factors affecting the dropouts' decisions would be quite difficult. The decision to withdraw from school was an individual one for each dropout as he reacted to his unique environment.

Reasons for Dropping Out

Each dropout interviewed was asked to give the major reason for his withdrawal from high school before completion. These reasons were compiled and are presented in Table 35. Marriage or pregnancy accounted for 57.1 per cent of the female withdrawals. Loss of interest or dislike of school was the most frequent reason given by the male dropouts; it accounted for 46.2 per cent of their withdrawals.

It was stated earlier that male withdrawals were more apt to be tied to academic performance than were female withdrawals. Grouping together academic difficulty, teacher difficulty, and loss of interest or dislike of school accounted for 67.3 per cent of male withdrawals but only 27.0 per cent of the female withdrawals.

The four major reasons (loss of interest or dislike of school and courses, marriage or pregnancy, teacher difficulty, and academic difficulty) accounted for 76.9 per cent of the male withdrawals and 79.4 per cent of the female withdrawals. The remaining dropouts gave the following reasons for their

Table 35. Major reasons for dropping out given by 102 drop-outs interviewed

<u>Reason</u>	<u>Males</u>	<u>%</u>	<u>Females</u>	<u>%</u>
Marriage or pregnancy	3	7.7	36	57.1
Loss of interest or dislike of school and courses	18	46.2	10	15.9
Teacher difficulty	4	10.3	4	6.3
Academic difficulty	5	12.8	3	4.8
Health reasons	1	2.6	4	6.3
Financial reasons or desire to work	1	2.6	3	4.8
Personal reasons i.e. lack of clothes, non-acceptance by peers, unfriendly cliques, etc.	1	2.6	2	3.2
Enlistment in armed forces	2	5.1		
Change of schools	1	2.6	1	1.6
Unhappy home life	1	2.6		
Divorce of parents and necessary to work	1	2.6		
Illness of father and necessary to help with the farm work	1	2.6		

withdrawals: health reasons, financial reasons or desire to work, personal reasons, enlistment in armed forces, change in schools, unhappy home life, divorce of parents and necessary to work, and illness of father and necessary to help with the farm work.

It is doubtful that local schools themselves could have done much to aid those individuals who withdrew for financial reasons or because of marriage or pregnancy.

However, especially for those individuals who dropped out because of loss of interest, academic difficulty, or teacher difficulty, various efforts on the part of the individual schools might have induced some of these individuals to remain in school.

Opinions of the Dropouts on Selected Topics

The dropouts interviewed were told of the following situation:

One community in California assigns a local businessman as an advisor to potential dropouts. He takes the student on various outings such as sporting events, plays, or sometimes lunch.

After they become well acquainted they discuss the student's future occupational and educational plans.

Thirty-eight of 39 males thought this was a good idea; 23 females reacted favorably to the statement, 35 were undecided, and five were opposed. Several of the dropouts commented that such a program might have kept them in school.

It seemed somewhat unusual that the dropouts reacted so favorably to having a local businessman act as an advisor. Many of the dropouts had rejected the advice of school officials, parents, and friends when they decided to withdraw from school. Yet many of these same individuals favored having the additional advice of a local businessman.

Responses by the dropouts interviewed as to ways in which their school could have been more helpful were distributed as follows:

- 22 - Curriculum expansion or course improvement
(implications for occupational education)
- 8 - Special teachers or classes for slow learners
- 6 - Teacher improvement
- 3 - More individual help
- 2 - Better counseling
- 2 - Improvement of social climate, i.e. less
cliques, etc.
- 2 - Better background in reading, spelling, and
phonics
- 2 - Extra-curricular improvement

Numerous other comments not classified.

Curriculum expansion or course improvement was the most frequent suggestion for school improvement. A number of the dropouts suggested adding special occupational and vocational courses to existing school curriculums.

Although many of the suggestions given by the dropouts would probably be beneficial for school improvement, their effect on the dropout rate remains questionable. Only three of the 39 males and four of the 63 females reported they would have stayed in school if special courses pertinent to their occupational interests had been offered.

Unfortunately the dropout problem seems deep rooted in our society and no cure-all plan was forthcoming from this study.

DISCUSSION

In general the dropouts interviewed were friendly and quite cooperative. Interviewers were careful to stress the importance of the study without identifying it as a dropout study. Women especially were quite receptive, frequently conversing after the interviews were completed. The male dropouts tended to be a bit more skeptical about giving up a half-hour of their time.

Difficulty was encountered in finding the dropouts' residences or in finding them at home in a number of cases. Since the interviewers were working from a fixed list with no replacements possible, numerous callbacks were necessary to assure a sufficient number of completed schedules.

It was learned in attempting to locate a number of dropouts that their parents had been tenants on rented farms. Such families tended to be quite mobile, frequently moving within one year and seldom leaving any forwarding address.

Of the 140 dropouts on the original list, 12 had moved out of state, 13 had moved and left no forwarding address, two others had been evicted from their dwellings, and one was in the State Penal Institution in Fort Madison. Two calls were not made, one because of a warning by the State Board of Health due to infectious hepatitis and one because of a warning by police and postal authorities not to enter the premises because of frequent unfriendliness shown to strangers. Appoint-

ments for interviewing could not be arranged with eight of the dropouts. Only two outright refusals were encountered.

Thirty-nine males and 63 females were interviewed for a total of 102 of the 140 names on the original list. A greater number of completed schedules for females over males was due mostly to unavailability of many of the males during the working day. Nearly all of the completed schedules for the male dropouts resulted from evening calls.

In some cases respondents had difficulty in understanding terminology of certain questions. Although each interview was designed to take about a half hour, a number took over 45 minutes. In these instances repeated explanation of questions and probing by the interviewers for clear responses prolonged interviews.

The fact that many of the dropouts were of a lower than average socio-economic class became apparent as interviewing progressed. Many of the dropouts had come from large families. Most of the dropouts had come from families in which one or both parents had not finished high school, and some had brothers and sisters who also had dropped out. Most of the parents were farmers or laborers; few had parents in the professions, management, or sales.

For the dropouts themselves only two were employed in management or sales, the rest were farmers or laborers. Dropouts frequently used incorrect grammar during the interviews. A number of the dropouts were untidy in their personal

appearance.

Perhaps one of the most remembered facets of interviewing was the appearance of their housing. Scarcely any of the dropouts lived in what could be classified as the nicer areas of town. In fact, interviewers could frequently identify the dropouts' dwellings by unkept front lawns, porches in need of repair, or housing with an old, shabby appearance. Of the more attractive homes encountered, most belonged to families in which the female dropout had married a relatively well-to-do male.

Although it was not the purpose of this study to prove that the dropouts were of a lower than normal socio-economic class, such a conclusion could hardly be overlooked once interviewing had been completed and the data had been collected and analyzed.

However, it should not be inferred that the dropouts were a constant burden to society because of permanent or long term unemployment. At the time of the interview only one of the 39 male dropouts was unemployed.

The real employment difficulty experienced by the dropouts could be more accurately characterized as an adjustment process in the first few months or years after leaving high school. In this initial period the dropouts had substantially high rates of unemployment and non participation in the labor force. It seemed quite probable that much of this initial difficulty in securing employment stemmed from a lack of

motivation. Many of the dropouts were lacking in motivation at the time they left school and there appeared to be some evidence that this attitude carried over into other areas of their life, especially in the years immediately following their withdrawal from school. Thus it was the contention of this study that much of the dropouts' initial difficulty in finding jobs was a result of immaturity, disinterest, and lack of motivation.

After these obstacles were overcome most of the dropouts found adequate jobs and later employment difficulties were not severe. Nearly all of the dropouts were satisfied with their present jobs, while only a minority were satisfied with their first jobs after leaving school.

In spite of the relatively high level of satisfaction with their present jobs, many of the dropouts reported an interest in further vocational or technical training. Whether they would in fact enroll in such programs is quite a different question, but the findings of this study would tend to support the establishment of special programs in vocational and technical education and occupational training for individuals of high school age or older.

It is perhaps unfortunate that a number of the dropouts remarked, "If I had it to do over again, I would have remained in school." The point is that the dropout did withdraw from school and in too many cases this was an irreversible decision.

Only in a few cases was the decision to leave school a spontaneous one for the dropout, and for this reason the procedure has been sometimes referred to as the dropping-out process. Perhaps teachers, school officials, or parents could have provided that timely little extra encouragement which might have kept the dropout in school. Because of the necessity to identify the potential dropout before withdrawal, increasing attention has been placed upon identifying characteristics common to most dropouts. The description that follows generalized the characteristics of dropouts in this study.

Most dropouts came from families of a low socio-economic class. Frequently the families were large and already had a history of brothers or sisters dropping out of school. Parents seldom had a high school education and frequently had less than eight years of formal education. Fathers tended to be employed as craftsmen, farmers, or laborers.

The dropouts themselves often demonstrated a marked disinterest in school and related activities. Very few took an active part in extra-curricular activities. Dislike of certain teachers or school officials was not uncommon.

Course interests tended to be in areas other than the traditional core curriculum of English, mathematics, history, and science. Females disliked mathematics and males showed a strong dislike for English. Of all the courses required, core courses were taken most frequently and hence the dislike for

school was often intensified.

Frequently the dropout had a history of scholastic failure and usually ranked in the lower half of his class.

Vocational interests for the males tended to follow fairly frequently craft lines similar to those in which their fathers were engaged. Auto mechanics and farming were frequent occupational goals for the males; secretarial work and nursing interested the girls.

With the help of the description above and similar ones from other studies, one could probably identify a potential dropout. However, once the potential dropout has been identified, it still is not clear just what action parents, teachers, and school officials should take. Unfortunately this study could not advance a cure-all program for the dropout problem. However, the following recommendations may be of some help.

Recommendations

1. Use of information on characteristics of potential dropouts for early identification and corrective action.
2. Expand curriculum offerings to include additional vocational or technical courses where needed.
3. Provide special assistance or special classes for pupils having difficulty especially in core curriculum courses.
4. Provide expanded guidance services.
5. Provide an opportunity for the development of interests and motivation of students.

6. Use of high school co-op programs when vocational courses cannot be offered.
7. Provide adult or correspondence courses leading to a high school certificate; girls who dropped out because of marriage or pregnancy would benefit from this.
8. Follow up and assist dropouts to secure employment or additional training.

SUMMARY

Personal interviews were conducted during the summer of 1966 with 102 former high school dropouts from the following 16 counties in northern Iowa: Bremer, Butler, Cerro Gordo, Chickasaw, Floyd, Franklin, Hancock, Howard, Lyon, Mitchell, O'Brien, Osceola, Sioux, Winnebago, Worth, and Wright. The dropouts interviewed had been out of school from seven to 14 years.

Of the original 224 individuals identified as dropouts and considered for the sample some 23.2 per cent were definitely known to have left Iowa; it was strongly suspected that an additional 30.8 per cent had left the state because their current addresses could not be determined. Of the 102 dropouts interviewed all were living in Iowa and about half were living in the same county in which they had attended high school.

Nearly all of the dropouts were married, the female dropouts having been married an average of 8.5 years and the males 6.1 years. The average number of children was 2.93 for the females and 2.29 for the males.

The existence of nearly a year gap between elapsed time since leaving school and length of time in the labor force for the males was attributed to adjustment and unemployment difficulties in the first years after leaving school. The median income for the males was \$59 per week for their first job after leaving high school and \$109 per week for their

present job. Nearly all of the dropouts interviewed claimed to be satisfied with their present job. Present occupations of the males were distributed as follows: 13 farmers, 1 managerial, 1 sales, 7 craftsmen, 8 operatives, 1 janitor, 2 farm laborers, 5 general laborers, and 1 unemployed. Present occupations of the females were distributed as follows: 47 housewives, 1 managerial, 2 craftsmen, 1 operative, 8 private household workers, 1 farm laborer, and 3 general laborers.

Many of the dropouts came from large families and frequently had brothers and sisters who also had dropped out. Most of the dropouts came from families in which one or both parents had not finished high school. Approximately 30 per cent of the dropouts' fathers were farmers; occupations for the rest being nearly evenly distributed among the major census classifications of managers, craftsmen, operatives, and laborers.

Each dropout interviewed was asked to rate high school course areas he had taken. The males rated industrial arts and driver's education highest in both importance and interest. English was rated lower in interest than any other course taken by the male dropouts. Sociology and psychology, home economics, and driver's education rated highest for the females in both interest and importance. The traditional core courses of English, mathematics, history, and science were rated least interesting and most difficult by both the males and females.

The following general form of null hypothesis was postulated of no difference between value ratings by males and females on courses taken as to interest, difficulty, and importance. The only course for which the null hypothesis was rejected was English, the chi square value being highly significant. The males ranked English less important, less interesting, and more difficult than did the females.

Fifty-five and five tenths percent of the males and 56.4 per cent of the females indicated that they would be interested in further job training. Responses to questions asked the dropouts suggested implications for post-high programs in vocational and technical education and for occupational training in the new area schools. The training desires of males were mostly in skilled craft areas and the specific areas of mechanics, agricultural, drafting, electronics, and welding. Females desired training in secretarial areas, cosmetology, medical technology, and nursing. Most of the dropouts indicated they would prefer to take such training in the evenings on a part time basis because of occupational and household responsibilities.

Twelve of 63 females and 12 of 39 males reported they had received some special occupational training since leaving school. Of the males, 51.3 per cent indicated they were interested in a high school equivalency certificate; 68.3 per cent of the females were interested. The dropouts felt the most desirable way for obtaining the certificate was via the test

administered by the State Board of Public Instruction. Through this or similar procedures one male and four females had obtained their high school equivalency certificate. Four of the original dropouts had returned to school and obtained their high school diplomas.

Several additional factors contributing to dropping out were examined. They included lack of extra-curricular interests, owning a car, missing school for employment or work at home, low academic standing, influence of parents and friends, reported lack of interest and individual help given by teachers, dislike of teachers or school officials, unpleasant experiences with teachers or students, an unhappy home life, and a record of previous dismissals or withdrawals from school.

The most common reason for dropping out was loss of interest or dislike of school and courses for the males and marriage or pregnancy for the females.

Thirty-eight of the male dropouts and twenty-three of the females reacted favorably about having a local businessman to serve as an advisor. A number commented such a program might have kept them in school.

Some of the dropouts' suggestions for school improvement included curriculum expansion to include various types of vocational-technical education, special teachers and classes for slow learners, more individual help, and better counseling. A number had attended small schools in which these programs were not available.

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APPENDIX A: ADDITIONAL TABLES

Table 36. Detailed census classification of first occupations of dropouts after leaving high school

<u>Code Number</u>	<u>Occupation</u>	<u>Male</u>	<u>Female</u>
	<u>Homemakers</u>		
040	Housewife	-	<u>22</u>
	Total		22
	<u>Farmers</u>		
100		<u>7</u>	
	Total	7	
	<u>Managers, Officials, & Proprietors, Except Farm Managers</u>		
290		-	<u>2</u>
	Total		2
	<u>Clerical and Kindred Workers</u>		
310	Bookkeepers	-	<u>1</u>
	Total		1
	<u>Sales Workers</u>		
490	Salesmen and sales clerks	<u>1</u>	<u>6</u>
	Total	1	6
	<u>Craftsmen, Foremen, & Kindred Workers</u>		
510	Carpenters	1	
544	Machinists	1	
550	Auto Mechanics	1	
552	Radio & T.V. Repairmen	-	<u>1</u>
	Total	3	1

Table 36. (Continued)

<u>Code Number</u>	<u>Occupation</u>	<u>Male</u>	<u>Female</u>
<u>Members of Armed Forces</u>			
595		<u>11</u>	-
	Total	11	
<u>Operatives and Kindred Workers</u>			
610	Apprentice plumbers and pipe fitters	1	
621	Auto Service Attendants	2	
644	Meat Cutters, except Slaughter		1
683	Truck & Tractor Drivers	<u>1</u>	-
	Total	4	1
<u>Private Household Workers & Service Workers</u>			
720	Babysitting		2
730	Hospital Attendants	1	5
754	Cooks, except Private Households		1
784	Waitresses		14
790	Service Workers, except Private Households		<u>3</u>
	Total	1	30
<u>Farm Laborers and Foremen</u>			
820	Farm Laborers, wage workers	4	
830	Farm Laborers, unpaid family	<u>2</u>	
	Total	6	
<u>Laborers, Except Farm</u>			
970	Laborers	5	
	Total	5	
XXX	Unemployed	<u>1</u>	
	Total	1	

Table 37. Detailed census classification of job of longest duration excluding first and last jobs held by dropouts

<u>Code Number</u>	<u>Occupation</u>	<u>Male</u>	<u>Female</u>
	<u>Homemakers</u>		
040	Housewife		<u>27</u>
	Total		37
	<u>Farmers</u>		
100		<u>2</u>	
	Total	2	
	<u>Managers, Officials, & Proprietors, Except Farms</u>		
290	Managers		<u>1</u>
	Total		1
	<u>Clerical and Kindred Workers</u>		
302	Attendants, Physician's & Dentist's Office		1
310	Bookkeepers		1
342	Shipping & Receiving Clerks	<u>1</u>	-
	Total	1	2
	<u>Sales Workers</u>		
400	Advertising Agents & Salesmen	1	
490	Salesmen and Sales Clerks	-	<u>2</u>
	Total	1	2
	<u>Craftsmen, Foremen, & Kindred Workers, Armed Forces</u>		
510	Carpenters	1	
522	Excavating, Grading, & Road Machine Operators	1	
574	Plumbers & Pipe Fitters	1	
595	Members of Armed Forces	<u>4</u>	
	Total	7	

Table 37. (Continued)

<u>Code Number</u>	<u>Occupation</u>	<u>Male</u>	<u>Female</u>
<u>Operatives & Kindred Workers</u>			
643	Laundry & dry cleaning operatives		1
644	Meat Cutters, Except Slaughter	1	
681	Switchmen, Railroad	1	
682	Taxicab Drivers & Chauffeurs		1
683	Truck & Tractor Drivers	2	
690	Operatives & Kindred Workers	<u>2</u>	-
	Total	6	2
<u>Service Workers & Private Household Workers</u>			
720	Private Household Workers		1
730	Attendants, Hospital & Other Institutions		1
754	Cooks, Except Private Household		1
750	Bartenders		1
780	Waitresses		10
790	Service Workers, Except Private Households	<u>1</u>	-
	Total	1	14
<u>Farm Laborers & Foremen</u>			
820	Farm Laborers, wage workers	<u>3</u>	
	Total	3	
<u>Laborers, Except Farm & Mine</u>			
970	Laborers	<u>7</u>	
	Total	7	
<u>Unemployed</u>			
XXX		<u>1</u>	
	Total	1	

Table 38. Detailed census classification of dropouts' present occupations

<u>Code Number</u>	<u>Occupation</u>	<u>Male</u>	<u>Female</u>
	<u>Homemakers</u>		
040	Housewife		<u>47</u>
	Total		47
	<u>Farmers</u>		
100		<u>13</u>	
	Total	13	
	<u>Managers, Officials, & Proprietors, Except Farm Managers</u>		
233	Manages Service Station	1	
290	Managers	-	<u>1</u>
	Total	1	1
	<u>Craftsmen, Foremen, & Kindred Workers</u>		
500	Bakers		1
510	Carpenters	1	
515	Electricians	1	
540	Linemen & servicemen	1	
544	Machinists	1	
552	Radio & T.V. Repairman		1
553	Repairmen, Railroad & Shop	1	
554	Mechanics & Repairmen	1	
574	Plumbers & Pipe Fitters	<u>1</u>	-
	Total	7	2
	<u>Operatives & Kindred Workers</u>		
603	Apprentice Electricians	1	
610	Apprentice Plumbers & Pipe Fitters	1	
683	Tractor & Truck Drivers	<u>3</u>	
690	N.E.C. ^a	<u>2</u>	<u>1</u>
	Total	8	1

^aNot Elsewhere Classified

Table 38. (Continued)

<u>Code Number</u>	<u>Occupation</u>	<u>Male</u>	<u>Female</u>
<u>Private Household Workers & Service Workers</u>			
720	Private Household Workers		2
730	Attendants, Hospitals & Other Institutions		3
770	Janitor	1	
784	Waitresses	-	2
	Total	1	8
<u>Farm Laborers & Foremen</u>			
820	Farm Laborers, Wage Workers	2	
870	Farm Laborers	-	1
	Total	2	1
<u>Laborers, Except Farm & Mine</u>			
970	Laborers	5	3
	Total	5	3
<u>Unemployed</u>			
XXX		1	
	Total	1	

Table 39. Detailed census classification of occupations of female dropouts' husbands

<u>Code Number</u>	<u>Occupation</u>	<u>Number</u>
	<u>Professional, Technical, & Kindred Workers</u>	
036	Editors & Reporters	<u>1</u>
	Total	1
	<u>Farmers & Farm Managers</u>	
100	Farmers (owners & tenants)	<u>9</u>
	Total	9
	<u>Managers, Officials, & Proprietors, Except Farm</u>	
232	Owner & Manager, Grocery	1
290	N.E.C.	<u>3</u>
	Total	4
	<u>Sales Workers</u>	
490	Salesmen	<u>2</u>
	Total	2
	<u>Craftsmen, Foremen, & Kindred Workers</u>	
501	Blacksmiths	1
504	Brickmasons, Stonemasons, And Tile Setters	1
510	Carpenters	<u>3</u>
540	Linemen and Servicemen	1
544	Machinists	<u>3</u>
550	Mechanics, Auto	1
552	Mechanics, Radio & T.V.	1
554	N.E.C.	1
555	Millers, Grain, Feed, Etc.	1
561	Molders, Metal	1
564	Painters	1
575	Pressmen And Plate Printers	<u>1</u>
	Total	16

Table 39. (Continued)

<u>Code Number</u>	<u>Occupation</u>	<u>Number</u>
<u>Operatives & Kindred Workers</u>		
621	Attendants, Auto Service & Parking	1
624	Brakemen, Railroad	1
644	Meat Cutters, Except Slaughter	1
683	Truck & Tractor Drivers	8
685	Welders & Flame Cutters	1
690	N.E.C.	<u>1</u>
	Total	13
<u>Service Workers, Except Private Households</u>		
790	N.E.C.	<u>1</u>
	Total	1
<u>Farm Laborers & Foremen</u>		
810	Farm Foremen	<u>1</u>
	Total	1
<u>Laborers, Except Farm & Mine</u>		
950	Lumbermen, Raftsmen, & Woodchoppers	2
970	Laborers	<u>8</u>
	Total	10

Table 40. Detailed census classification of occupations of dropouts' fathers

<u>Code Number</u>	<u>Occupation</u>	<u>Number</u>
	<u>Farmers And Farm Managers</u>	
100	Farmers (owners and tenants)	<u>30</u>
	Total	30
	<u>Managers, Officials, & Proprietors, Except Farm</u>	
230	Managers & Superintendents, Building	2
232	Owner & Manager, Grocery	1
233	Manager, Service Station	3
290	N.E.C.	<u>7</u>
	Total	13
	<u>Sales Workers</u>	
490	Salesmen	2
491	Partsman	<u>1</u>
	Total	3
	<u>Craftsmen, Foremen, And Kindred Workers</u>	
510	Carpenters	5
522	Excavating, Grading, & Road Machine Operators	1
523	Foremen	1
544	Machinists	1
550	Mechanics & Repairmen, Auto	1
573	Plasterers	2
594	N.E.C.	<u>1</u>
	Total	12
	<u>Operatives & Kindred Workers</u>	
624	Brakemen, Railroad	1
644	Meat Cutters, Except Slaughter	1
681	Switchmen, Railroad	1

Table 40. (Continued)

<u>Code Number</u>	<u>Occupation</u>	<u>Number</u>
<u>Operatives & Kindred Workers (Cont.)</u>		
683	Truck & Tractor Drivers	9
690	N.E.C.	<u>1</u>
	Total	13
<u>Service Workers, Except Private Households</u>		
770	Janitors	<u>1</u>
	Total	1
<u>Farm Laborers & Foremen</u>		
820	Farm Laborers, Wage Workers	<u>1</u>
	Total	1
<u>Laborers, Except Farm & Mine</u>		
970	Laborers	2
	Total	9

APPENDIX B: COPY OF LETTER TO DROPOUTS

June 1, 1966

DEPARTMENT OF EDUCATION (Letter previously addressed to each dropout)

We are conducting a study concerning vocational education and job training needs of selected individuals from rural Iowa, and we need your help. In this constantly changing world, as present jobs change and new jobs arise, new skills and special training or retraining are necessary. Iowa hopes to meet this challenge by setting up new Area Vocational and Technical Schools. Your interests, needs and suggestions will be considered in planning curricula for these new schools.

You may remember being included in an earlier study conducted in 1961 dealing with technical and vocational training. Your answers at that time were important and very helpful in determining the need for these new schools. Five years have elapsed since then and we are interested in additional information. In the near future, Larry J. Coppola and Kermit A. Buntrock, two graduate students from Iowa State University, will be calling on you for a personal interview. We sincerely hope that you will permit them to arrange a time, at your convenience, for the interview.

It is realized that some of the information will be of a confidential nature. Please be assured that it will be treated as such. The information will be coded into numbers and processed electronically. This will insure anonymity. Anything released publicly will be in terms of totals and averages.

You are the only person who is able to provide this necessary information. It is quite possible that the information you provide will be very influential in determining not only the educational programs in Iowa but may also influence economic policy in the area of education and employment.

Your assistance and cooperation will be greatly appreciated. Thank you.

Yours sincerely,

Trevor G. Howe
Associate Professor
of Education

TGH/lis

APPENDIX C: INTERVIEW SCHEDULE

DATE OF INTERVIEW _____

I. Personal Characteristics

1. Name: _____

 Last First Middle Maiden Name

2. Present Address: _____

 Street City County State

3. High School Last Attended:

_____ High School _____

 City County State

4. Last year attended high school: 19__

5. Sex:

- (1) Male
- (2) Female

6. Birth Date: _____ Age: _____

7. Are you:

- (1) Single
- (2) Married
- (3) Widowed
- (4) Divorced
- (5) Remarried

8. (a) How long have you been married (Please circle) 1 2 3 4 5 6 7 8 9
10 11 12 13 14 15 _____

(b) Number of children: 1 2 3 4 5 6 7 8 9 10 _____

9. At present do you:

- (1) Rent a house
- (2) Rent an apartment or duplex
- (3) Buying a home
- (4) Rent a room
- (5) Live with parents
- (6) Live with wife's parents
- (7) Other _____

10. (a) Last high school grade completed: 8 9 10 11 12 _____

(b) Month and year you withdrew from school _____

11. About how many were in your class the last year you were in high school? _____

12. (a) Where did you live during school? (1) With parent(s)
(2) With gardian(s)
(3) Other _____

(b) Were your parents: (1) Living together
(2) Separated
(3) Divorced
(4) Deceased

(c) During high school was your residence: (1) Rural farm
(2) Rural nonfarm
(3) Urban

(d) If rural, were your parents: (1) Farm Owners
(2) Owner-Renters
(3) Renters

13. Do you live in the same county now as where you went to school? _____

(If no) About how far to you live from the county in which you went to school? _____

14. About how far from your home is your place of work? _____

15. Religious affiliation: Parents _____
(entirely voluntary) Yours _____

II. Job Experience

16. (a) Did you have any part-time jobs while you attended school? Yes No

	<u>Job Title</u>	<u>Employer's Name</u>	<u>Wages</u> <u>Hour</u>	<u>Hours</u> <u>Week</u>
(1)				
(2)				
(3)				

(b) Did you have any summer jobs? Yes No

	<u>Job Title</u>	<u>Employer's Name</u>	<u>Wages</u> <u>Hour</u>	<u>Hours</u> <u>Week</u>
(1)				
(2)				
(3)				

17. We are interested in what you have been doing since you left school.
What was the first job you held? (Interviewer will full in next page)

* How satisfied were you with the job?	
Reason for leaving job.	
Gross Pay (include unemployment comp.)	
Hours/Week	
Wages/Hour	
Means of Obtaining job.	
Job Title and Description	
Employer's Name and Address	
Employment Period (to Nearest Month)	

- * 1. Very Satisfied
- 2. Satisfied
- 3. Indifferent
- 4. Not Satisfied
- 5. Very Dissatisfied

(a) Have you ever experienced any difficulty in finding employment?

(b) Were you ever turned down for a job for which you applied?

What reasons did the employer give?

III. Environment and Home Life During High School

18. Do you have any brothers and sisters? (Complete form below.)

	<u>Age</u>	<u>Last School Grade Completed</u>	<u>Job Title</u>	<u>Employer</u>	<u>Gross Pay</u>
Use B or S	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
Husband or Wife (whichever appropriate)	_____	_____	_____	_____	_____
Father	_____	_____	_____	_____	_____
Mother	_____	_____	_____	_____	_____

19. What was your father's job when you left school? Did your mother have a job?

	<u>Occupation</u>	<u>Job Description</u>	<u>Employer</u>	<u>Average Yearly Salary</u>
Father				
Mother				

20. (a) Did your family ever move while you were in school? Yes No

(b) (If yes) How many times? _____

(c) (If yes) During which grades did you switch schools as a result?

(Circle Grade) 1 2 3 4 5 6 7 8 9 10 11 12

21. (a) Did you have your own car while you went to school? Yes No

- (b) Did you use the family car? (1) Often
 (2) About the same as other kids
 (3) Seldom
 (3) Never

22. Did you participate in any sports or other activities such as speech, debates, band, etc. while you were in school? (Please list)

Any activities outside of school such as 4-H, Boy Scouts, etc?
(Please list)

23. What other activities or hobbies occupied your time (i.e. movies, sporting events, bowling, car crusing, youth center, local hang-out, pool, etc.).

24. Did you ever miss school for employment or for work at Home? Yes No
(If yes) When and under what conditions?

IV. Physical Disabilities

25. Do you have a physical disability which has lasted for 6 months or longer or which is likely to last that long? Yes No

(a) If no, draw lines through b to g and go on with question 26.

If yes, ask the following:

(b) Specify type (heart ailment, T.B., nephritis, etc. or record your own observation).

(c) How old were you when the disability began? _____

(d) Has the disability prevented your getting a job? Yes No

(e) Has it limited the kind of job you can take? Yes No
(If defect obviously does, record your observation without asking the question.)

(f) Would you like to help in preparing yourself for work?

(1) Yes____; (2) No____; (3) Feels vocational training is impossible for him for physical reasons____; (4) Does not expect to be in labor force for reasons not connected with disability (marriage, etc.)____; (5) No clear response____.

V. Occupational Training and Ambitions

26. What occupation(s) did you consider while you were in school?

27. Did your school offer any courses which would help you in this job?

28. Have you had any job training since you left school? Yes No

<u>Name of School</u> <u>Organization</u>	<u>Course or</u> <u>Training</u>	<u>When & How</u> <u>Many Months</u>	<u>Did you</u> <u>Complete</u>
----------------------------------------------	-------------------------------------	---------------------------------------------	-----------------------------------

29. (a) Have you served active duty in the military service? Yes No
(b) How long were you in the military service? _____
(c) Did you secure any special training while in the military service? (specify) Yes No

30. If you had an opportunity at the present time would you like to enroll in any job training? Yes No

(IF "NO", SKIP TO QUESTION 33.)

31. For what occupation (what specific job) would you like to be trained? Or would you like to have additional training or retraining for your present job?

32. When could you attend such training? (1) Full time
(2) Part time

If part time:

- (1) Mornings (3) Evenings
(2) Afternoons (4) Saturdays

33. What financial cost would you be willing to pay, if any?

- (1) None
(2) Transportation only
(3) Tuition and transportation

34. Would you be interested in obtaining a high school equivalency certificate? Yes No

(If yes) Which of the following ways of obtaining the certificate would be best for you?

(a) By passing a two hour test administered by the State Board of Public Instruction.

(b) By taking equivalent course work in a special school, such as will be offered in the Iowa area schools.

(If b) When could you attend such training?

- (1) Full time
(2) Part time

If part time:

- (1) Mornings (3) Evenings
(2) Afternoons (4) Saturdays

36. (a) Did you encounter any academic difficulty while in school? Have you repeated any grades? (Interviewer should determine which grades or courses.)
- (b) How would you rank yourself? (1) Upper quartile
(2) Second quartile
(3) Third quartile
(4) Lower quartile
37. (a) In what ways do you think your school could have been more helpful to you?
- (b) What occupational or technical courses would you have taken in high school if they had been offered?
- (c) If such courses had been offered, would you have remained in school?
38. Were your closest friends out of school? Yes No
39. Did your family urge you to stay in school? Yes No
Did your friends? Yes No
40. Did your teachers seem interested in you? Yes No
41. Did teachers give you individual help when you asked? Yes No
42. Did you have a dislike for any of your teachers or school officials? Yes No
Did this contribute to your dropping out? Yes No
43. Did you have any unpleasant experiences with other students? Yes No
Teachers? Yes No
44. Were you happy living at home? Yes No
(a) Before you finally dropped out of school had you previously left and re-entered school? Yes No
(If yes) When?
(b) How long had you thought about leaving school before you finally dropped out?
45. Why did you leave school before completing the 12th grade?

In your own words describe what happened when you left?

What would have kept you in school?

46. One community in California assigns a local businessman as an advisor to potential drop-outs. He takes the student on various outings such as sporting events, plays, or sometimes lunch.

After they become well acquainted, they discuss the student's future occupational and educational plans. Do you think that such a system has merit? Might it have kept you in school?